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ABSTRACT

This summary outline presents performance evaluation procedures of the 1986-87 administrator accountability plan adopted by the Council Bluffs Community Schools, Iowa. Procedures ensure that a cooperative evaluation plan is established, there is continuity between evaluation cycles, guidance and assistance are provided, and due process is followed. Formative evaluation involves a planning conference, formal and informal observations, performance input, and building/program improvement plan reports. The summative process includes a written report, a conference, postcycle activities such as a report to the education board and staff development proposals, and due process procedures. Evaluation of the principal and assistant principal positions includes the following performance areas: (1) management skills (utilizes effective time management practices, maintains physical facilities, plans a financial program, demonstrates decision-making skills, and supervises classified employees); (2) school and community relations (provides communication to the community regarding school direction, stakeholder involvement in decision making, and a positive school climate); (3) professional responsibilities (engages in and promotes professional growth activities and supports staff); (4) instructional leadership (assists in establishing expectations for student achievement, facilitates school goals, and sets instructional strategies and programs; and (5) building/ program improvement plans (develops, implements, and evaluates building/program improvement plans and establishes personal goals with supervisors). Appended forms for school improvement plans comprise one-third of the document. (CJH)

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Council Bluffs Community Schools

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ADMINISTRATOR ACCOUNTABILITY PLAN

1986-87

EA 019 428

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THE COUNCIL BLUFFS COMMUNITY SCHOOLS

– COMMITTED TO HUMAN RESOURCE DEVELOPMENT

One of the key values of our district is a strong belief in the development of our staff. If our district is to reach the vision of excellence that we all share, then we must be committed to recruiting, to selecting, and to developing our largest and strongest resource--**our staff.**

The School Improvement Model project is one visible sign of that commitment. It is one of the building blocks that will lead to effective schools and to an effective and excellent school district.

=+=+=+=+=

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ADMINISTRATOR PERFORMANCE EVALUATION PROCEDURES

The purposes of evaluation are to improve administrative leadership and promote professional growth. These procedures are designed to ensure that:

1. a cooperative plan is established by the evaluatee and evaluator,
2. there is continuity between evaluation cycles,
3. guidance and assistance are an integral part of the process, and
4. due process is followed.

Data gathering for the formative evaluation process is accomplished through formal and informal observations, as well as input from faculty, students, work samples, and job improvement targets.

The dates set out in these procedures are approximate. Exact dates will be provided to administrators on an individual basis.

THE FORMATIVE EVALUATION PROCESS

1. The Planning Conference

a) The purpose of this conference is to review the evaluation process and the forms that are part of that process. The types of observations and responsibility for initiating these observations is discussed.

b) Also during the conference, Building (or Program) Improvement Plans, along with Personal Goals, are reviewed.

2. Formal Observations

a) Two formal observations are conducted during the evaluation cycle, scheduled at mutually agreed upon times and locations.

b) The evaluator will confirm via a memo the dates, time and location of the observation along with indicating the purpose of the observation.

c) A written report in memo form will be provided for the evaluatee within ten (10) working days of the conference.

d) A conference is held following each formal observation.

e) Formal observations would be on site and might include observing staff meetings, conferences, or school activities.

3. Informal Observations

a) These observations may be made throughout the evaluation cycle.

b) They may consist of analysis of work samples, conferences, on-site visits, and any other monitoring deemed necessary by the evaluator/ evaluatee.

4. Performance Input

a) Each administrator may obtain performance input. Each building-level administrator may survey his/her staff related to relevant areas of performance of the job. Student input may be sought via a sampling process. The central office administrators may survey knowledgeable subordinates and peers. The evaluatee may assign the responsibility of collecting the data to another person.

b) The survey relevant portions of the instrument to be used will be the summative evaluation report.

c) The evaluatee summarizes the input data and submits both the summary and the raw data to his/her evaluator.

5. Building/Program Improvement Plan Reports

a) **By December 1** a one-page written progress report on Building or Program Improvement Plans will be submitted by each administrator. A follow-up conference on this report is optional.

b) **By March 2** each administrator will present a verbal progress report, with supporting data, on his/her Building or Program Improvement Plans at a meeting of their immediate supervisor, the superintendent, and other cabinet members the superintendent may wish to include.

c) As each Building or Program Improvement Plan is completed, a brief written report should be shared with the evaluator that notes completion in terms of the standard previously set for that plan and noting other major outcomes.

THE SUMMATIVE PROCESS

1. **Written Report**

   a) The formal and informal data are used to complete the Summative Evaluation Report (SER).

   b) A copy of the completed SER will be given to the evaluatee.

2. **Conference (to be held by May 15)**

   a) The contents of the SER are discussed.

   b) Plans are made for the next cycle.

   c) Possible Building Improvement Plans or Program Improvement Plans are identified for the next cycle.

   d) During the conference, both parties sign the SER and it is filed in the evaluatee's permanent file.

3. **Postcycle Activities**

   a) The superintendent prepares a composite report which is presented to the Board of Education.

   b) After the data are analyzed, proposals for staff development are completed.

4. **Due Process**

   a) All parties have had extensive involvement and committee representation in the design, research, development and review of the evaluation system and instrument. Knowledge and understanding of performance expectations is provided for staff through distribution of this handbook and through subsequent progress reports via staff surveys.

   b) The use of staff, parent, or student input is intended to enhance objectivity.

c) Evaluatees are provided a response opportunity at each reporting period. The appeals channel is to the next higher line position.

d) Each administrator must be provided a copy of his/her annual evaluation report. Administrator's signatures indicate he/she has read the report.

e) Finally, beyond the above procedural due process requirements (how evaluation is done), all parties to the administrator performance evaluation system have shared responsibility for substantive due process, viz., that what is done in the evaluation process be reasonable and fair.

Special Note:

The following evaluative criteria are those approved by the Board of Education and used during the 1985-86 school year A revision is in process with all but one criteria complete at this time. These revised criteria will be presented to the Superintendent and Board of Education for approval sometime during the current school year for use during the 1987-88 school year.

Principal/Assistant Principal Evaluation: Performance Areas, Criteria, and Indicators

I. MANAGEMENT SKILLS

A. Utilizes effective office and time management practices.

1. Delegates specific duties.
2. Plans an appropriate schedule.
3. Accessible to staff and participants.
4. Establishes priorities for use of time.

B. **Provides orderly environment.**

1. Schedules instructional space for maximum utilization.
2. Procures teaching supplies.
3. Encourages, models and maintains high standards of conduct.
4. Provides procedures for security of facilities and safety of personnel.
5. Plans effective and relevant schedules for activities.
6. Supervises the cafeteria.

C. **Maintains physical facilities.**

1. Requests/coordinates maintenance, repair, and improvement needs.
2. Inspects plant facilities to check conditions.

D. **Plans the execution of the financial program.**

1. Is knowledgeable in budget preparation.
2. Monitors budget expenditures.
3. Sets appropriate priorities.
4. Fundraising-coordinator responsibility.

E. **Demonstrates appropriate decision-making skills.**

1. Involves/consults parents, staff and others as appropriate.
2. Seeks appropriate staff participation in the decision-making process.
3. Follows through with decisions made.

F. **Implements Board policies and directives and communicates these policies to the staff.**

1. Administers policies and directives of the Board of Education.
2. Informs the staff about these policies and directives.
3. Enforces these policies and directives.

G. **Supervises classified employees.**

1. Observes at the work site.

2. Provides constructive feedback to employees on their performance.

H. **Administers special projects.**

1. Assists in implementing project objectives.

2. Supervises the project.

3. Evaluation.

4. Communication.

I. **Formulates the master class schedule.**

1. Gathers information necessary for building the master schedule.

2. Prepares the master schedule.

J. **Delegates authority and responsibility where appropriate and provides support to the employee assuming the responsibility.**

1. Identifies tasks, allocates responsibility to subordinates and communicates expectations.

2. Provides those responsible for delegated tasks with ample authority and support.

3. Monitors progress on delegated tasks.

4. Evaluation.

K. **Discharges responsibility for recruiting, selecting, recommending, hiring, demoting, transferring, retaining, or dismissing district employees.**

1. Projects short and long term staff needs consistent with allocation systems.

2. Makes personnel placements, realignment recommendations and transfer decisions appropriately.

3. Makes appropriate decisions concerning personnel retention, realignment, discharge.

4. Implements district recruitment and selection processes.

5. Based on information gained through the selection process, developmental plan is discussed with each new employee.

6. All new staff receives orientation information regarding building and district procedures.

7. Resolves personnel problems, manages employee conflicts.

L. **Facilitates understanding and cooperation with all members of the district's administrative team.**

1. Attends administrative meetings.

2. Helps the team to solve problems and reach objectives.

3. Is consistently on time and well prepared.

4. Sees all sides of issues and raises questions which encourages others to consider consequences.

5. Maintains and enhances the team concept.

M. **Maintains accurate records and submits reports.**

1. Reports are submitted on time.

2. Records and reports are accurate, complete and well-documented.

3. Reports contain appropriate information.

II. SCHOOL AND COMMUNITY RELATIONS

A. **Provides communication to the community regarding school direction, practices, and events.**

1. Interprets policies and procedures to the community.

2. Ensures that parents receive regular reports of their children's progress.

3. Promotes the programs of the school district with staff, students, and other community members.

4. Reports to the public regarding school progress in academic and co-curricular efforts.

5. Provides information to parents on school procedures and practices.

6. Provides adequate notice to parents of school events.

7. Provides that appropriate school information is disseminated at the district level.

B. **Provides for two-way communication and stakeholder involvement as part of the decisionmaking process.**

1. Utilizes a formal representative advisory group.

2. Is a sensitive listener to parents, staff, and student concerns.

3. Facilitates the exchange of ideas.

4. Demonstrates an understanding of multi-cultural and multi-ethnic aspects of society.

C. **Fosters the principal's role as ceremonial leader.**

1. Provides well-planned meetings and events.

2. Uses large and small group opportunities to reinforce the core values and mission of the building.

3. Provides recognition of the individual stakeholder for performance consistent with the values and mission of the district.

4. Models values consistent with the building and with the district.

D. **Provides for positive school climate.**

1. Involves staff and other stakeholders in determining the mission and core values of the school.

2. Provides activities consistent with mission and core values.

3. Sets standards for key activities and recognizes achievement consistent with those standards.

4. Is personally enthusiastic.

E. **Interacts and relates effectively with others.**

1. Contributes to harmony and unity within the organization.
2. Contributes to resources within the organization.
3. Models appropriate human relations skills.
4. Maintains effective two-way communications (both oral and written).
5. Adapts and supports organizational change.
6. Motivates others to accomplish professional and organizational goals.
7. Places a high priority on personal integrity.

III. PROFESSIONAL RESPONSIBILITIES

A. **Engages in professional growth activities.**

1. Attends workshops/staff development sessions.
2. Follows a systematic plan for attaining personal/ professional growth goals.
3. Enrolls in selected university/continuing educational courses.
4. Stays current with educational trends.

B. **Promotes professional activities.**

1. Plans professional growth activities with staff.
2. Sets an appropriate example for staff.
3. Assists in developing inservice programs for staff.

C. **Supports staff.**

1. Provides positive reinforcement to staff for their efforts and accomplishments.
2. Emphasizes team work.

IV. INSTRUCTIONAL LEADERSHIP

A. Assists in establishing levels of expectations from student achievement.

1. Provides leadership in established levels of expectations.
2. Encourages staff to bring all students to expected levels of achievement.
3. Discusses student achievement on a regular basis with teachers.
4. Gives high priority to activities, instruction, and materials which foster academic success.
5. Is involved in activities that occur in the school.

B. Facilitates the development of goals and objectives for the school.

1. Identifies goals and objectives based on perceived needs.
2. Provides opportunities for staff input into the development of goals and objectives.

C. Sets instructional strategies.

1. Promotes activities to identify, analyze, and solve instructional problems.
2. Works with staff to develop and implement instructional objectives.
3. Serves as a facilitator for a variety of instructional programs to meet individual learner needs.

D. Coordinates instructional program.

1. Is involved in planning the course content, sequence of objectives, and materials for the curriculum.
2. Supports inservice sessions which relate to curriculum and instruction.
3. Monitors program implementation.
4. Organizes staff to evaluate instructional program.

E. **Evaluates student progress/needs.**

1. Reviews student report cards.
2. Monitors individual student achievement and needs.
3. Interprets test data.

F. **Is a leader in curriculum development and implementation.**

1. Identifies curriculum areas that need to be improved.
2. Reports to the staff about current curriculum developments and materials.
3. Facilitates necessary changes.
4. Evaluates the effectiveness of program/ curriculum change.

G. **Maintains a well-organized and comprehensive testing program.**

1. Provides leadership in review and/or updating the testing program.
2. Monitors the administration of the testing program.
3. Provides for appropriate analysis of testing data to facilitate instructional planning.

H. **Supervises students.**

1. Assists teachers and parents in the work of important behavior measure for students.
2. Involves representative students in the work of important school activities.
3. Maintains a record system which meets students' organizational needs.
4. Establishes high standards of conduct for students.

I. **Supervises and evaluates for improvement of instruction.**

1. Analyzes lesson plans.
2. Observes in the classroom.
3. Gathers data during an observation.
4. Evaluates staff performance.
5. Meets all procedural and contractual obligation with regard to supervision as outlined in the Master Agreement and the Teacher Performance Evaluation booklet.

J. **Evaluates the educational program.**

1. Uses information about student learning to identify strengths and weaknesses of the educational program.
2. Involves the staff in establishing priorities and strategies for improvement of the educational program.
3. Is clearly responsible for school-wide student performance.

V. BUILDING/PROGRAM IMPROVEMENT PLANS

A. **Develops building or program improvement plans.**

1. Staff and parents involved in development.
2. Focus reflects an assessed, long-range need.
3. Focus relates to district priorities.
4. Standard relates directly to the established need of focus.
5. Standard reflects high expectations.
6. Planning Record is congruent with focus and standard.
7. Planning Record has enough detail to provide evidence of sequenced implementation.

B. Implement Building or Program Improvement Plan.

1. Communicates plans to staff, parents, and to students if appropriate.

2. Maintains consistent effort in implementing plans throughout the year.

3. Monitors and communicates implementation progress to staff, parents, and supervisors on a regular basis.

4. Adjusts timelines as necessary and communicates changes.

5. Evaluation instruments and criteria developed or identified in first phases of plan.

C. Evaluates Building or Program Improvement Plans.

1. Appropriate analysis of data takes place to determine if the standard is met.

2. Conclusions made are based on data.

3. Results are communicated to all audiences.

4. Emphasis is on development and growth as the goal of evaluation.

D. Establishes Personal Goals Cooperatively with Supervisors.

1. Identifies areas of personal growth that will improve the administrator's skills or will provide knowledge that will result in increased effectiveness.

2. Targets specific areas of building or program operation for special attention by the administrator.

3. Plans, monitors, and reports to supervisor on progress in meeting personal goals.

Council Bluffs Community Schools

BUILDING IMPROVEMENT PLAN
PROGRAM IMPROVEMENT PLAN

Statement of Goal and Standard
for

_____
School/or Program

A. Goal Statement:

B. Standard:

C. Completion Date:

D. Ownership:

E. _____ Date_____
Signature of Principal and/or other administrators responsible for this plan.

F. _____ Date_____
Signature of Supervisor

_____Original

_____Revision (original attached)

5/85

COUNCIL BLUFFS COMMUNITY SCHOOLS

PLANNING RECORD FORMAT

Implementation strategies for _____
School/Program

These strategies relate to the following goal:

_____

_____

A. Major Objectives:

Activity	Responsibility	Target Date
1.	1.	1.
2.	2.	2.
3.	3.	3.

B. Major Objectives:

Activity	Responsibility	Target Date
1.	1.	1.
2.	2.	2.
3.	3.	3.

_____ _____

Signature of administrator responsible Supervisor's Signature

_____ Original

_____ Revision (original attached)

ADMINISTRATOR ACCOUNTABILITY PLAN

Building/Program Improvement Plan

Initial Progress Report

Administrator:_____ Building/Position_____

_____

Signature:_____ Date: _____

Focus Statement:

Summary of Progress to Date:

Special Considerations (Obstacles, Changes, New Information):

Please attach copies of original or revised planning records for this focus area.

COUNCIL BLUFFS COMMUNITY SCHOOLS
EDUCATIONAL SERVICES DIVISION

SUMMATIVE EVALUATION REPORT
1986-87

ADMINISTRATOR_____

SCHOOL _____

ASSIGNMENT _____

DATE OF SUMMATIVE EVALUATION CONFERENCE_____

"We recognize that a quality staff is the key to providing quality education. We are dedicated to the development of the professional skills and human potential of all staff members." -- from the Council Bluffs Community Schools Mission Statement.

"Instructional improvement is a priority of the Council Bluffs Public Schools. Improvement based on performance evaluation encourages high student achievement as well as the growth of pride and excellence in the instructional program." -- from the Council Bluffs Schools Philosophy of Performance Evaluation.

Definitions for Levels of Performance on the Summative Evaluation Report:

"Performance meets district standards" - There is evidence that both the quality and the consistency of performance regularly meets or occasionally exceeds the expectations of the district.

"Performance exceeds district standards" - There is evidence that both the quality and consistency of performance regularly exceeds the standard of the district. Performance in this area is a model for others.

"Performance does not meet district standards" - There is evidence that both the quality and consistency of performance does not meet the expectations of the district in this area.

Administrator's Signature_____ Date _____

Evaluator's Signature _____ Date _____

(The administrator's signature only indicates that the evaluation report has been reviewed with him/her. It does not necessarily mean that he or she agrees with the evaluation.)

Administrator's Name_____ Date_____

CRITERIA	RATINGS	RATINGS
PERFORMANCE AREA I: Management Skills		
A. Utilizes effective office and time management practices.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
B. Provides orderly environment. (DNA: C.O. Instruc. and C.O. Non-Instruc. Administrators)	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
C. Maintains physical facilities	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
D. Plans the execution of the financial program.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
E. Demonstrates appropriate decision-making skills.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
F. Implements Board policies and directives and communicates these policies to the staff.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.

Administrator's Name_____ Date_____

CRITERIA	RATINGS	RATINGS
PERFORMANCE AREA I: Management Skills		
G. Supervises classified employees.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	_____	
H. Administers special projects.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	_____	
I. Formulates the master class schedule. (DNA: C.O. Instruc. and C.O. Non-Instruc. Administrators)	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	_____	
J. Delegates authority and responsibility where appropriate and provides support to the employee assuming the responsibility.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	_____	
K. Discharges responsibility for recruiting, selecting, recommending, hiring, demoting, transferring, retaining, or dismissing district employees.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	_____	
L. Facilitates understanding and cooperation with all members of the district's administrative team.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	_____	

Administrator's Name_____ Date_____

CRITERIA	RATINGS	RATINGS
PERFORMANCE AREA I: Management Skills		
M. Maintains accurate records and submits reports.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
PERFORMANCE AREA II: SCHOOL AND COMMUNITY RELATIONS		
A. Provides communication to the community regarding school direction, practices, and events.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
B. Provides for two-way communication and stakeholder involvement as part of the decisionmaking process.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
C. Fosters the principal's role ceremonial leader.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
D. Provides for positive school climate	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
E. Interacts and relates effectively with others.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.

Administrator's Name_____ Date_____

CRITERIA	RATINGS	RATINGS
PERFORMANCE AREA III: PROFESSIONAL RESPONSIBILITIES		
A. Engages in professional growth activities.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
B. Promotes professional activities.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
C. Supports staff.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
PERFORMANCE AREA IV: INSTRUCTIONAL LEADERSHIP		
A. Assists in establishing levels of expectations from student achievement.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
B. Facilitates the development of goals and objectives for the school.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
C. Sets instructional strategies.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.

Administrator's Name_____ Date_____

CRITERIA	RATINGS	RATINGS
PERFORMANCE AREA IV: INSTRUCTIONAL LEADERSHIP		
D. Coordinates instructional program.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
E. Evaluates student progress/needs.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
F. Is a leader in curriculum development and implementation.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
G. Maintains a well-organized and comprehensive testing program.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
H. Supervises students.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.
I. Supervises and evaluates for improvement of instruction.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
		☐ Performance does not meet the district standards.

Administrator's Name_____ Date_____

CRITERIA	RATINGS	RATINGS
PERFORMANCE AREA IV: INSTRUCTIONAL LEADERSHIP		
J. Evaluates the educational program.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
PERFORMANCE AREA V: BUILDING/PROGRAM IMPROVEMENT PLANS		
A. Develops Building or Program Improvement Plans.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
B. Implement Building or Program Improvement Plan.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
C. Evaluates Building or Program Improvement Plans.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
D. Establishes personal goals cooperatively with Supervisors.	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	
	☐ Performance meets district standards.	☐ Performance exceeds the district standards.
	_____	
	_____	☐ Performance does not meet the district standards.
	_____	
	_____	